

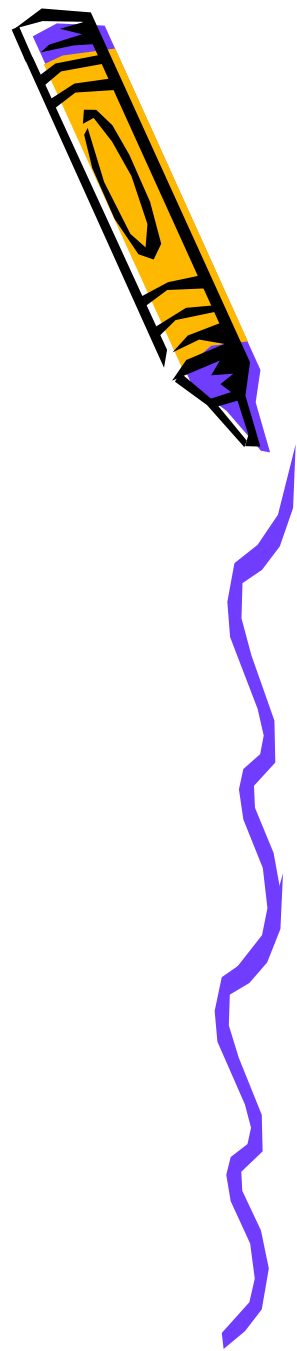


Family - Essential for a Child's Development

CFS 3600

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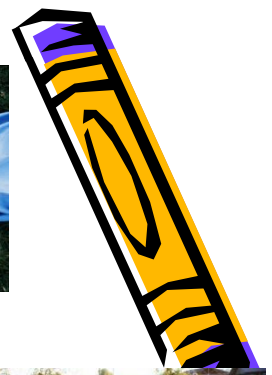
Chapter One Overview



- Definition of Parent
- Funds of Knowledge
- Child Development Theories
 - Ecological Systems Theory
 - Attachment
 - Brain Research
- Summary

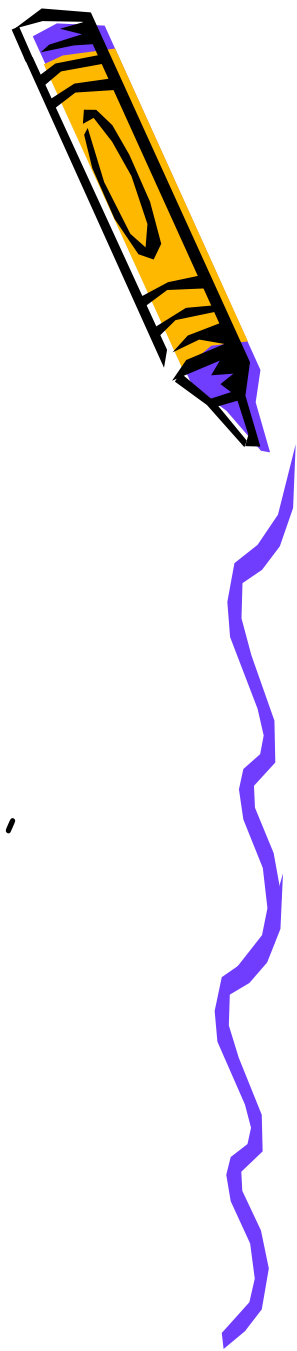


Family

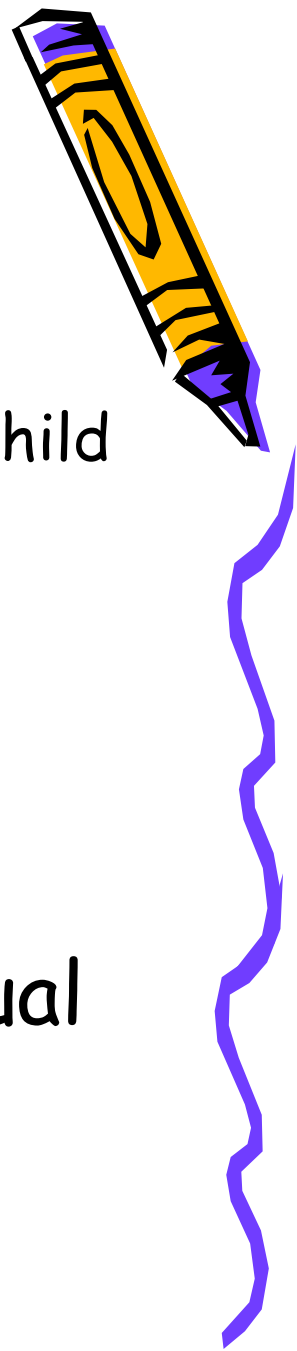


What is a Parent?

- Those in primary caregiver/parent role
 - Those that help meet cognitive, linguistic, physical, socioemotional, cultural needs
- An individual
 - Biological Parent, Relative, Adoptive Parent, Foster Parent, Nonrelated Caregiver, Grandparents
- A group of individuals



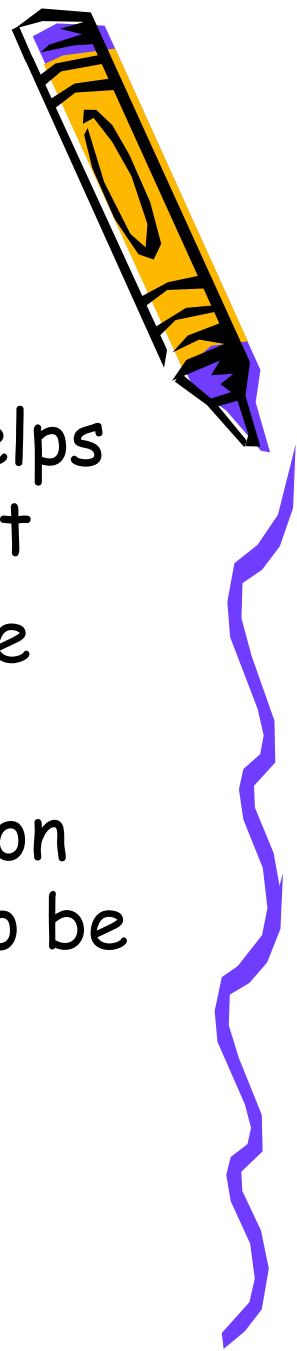
Funds of Knowledge



- Family's role as first teacher
 - Families pass concepts/knowledge to help child grow and thrive
- Knowledge areas include:
 - Cultural practices, childrearing practices, traditions, social norms, family values, language, value of education
- Vary between cultures and individual families



Funds of Knowledge

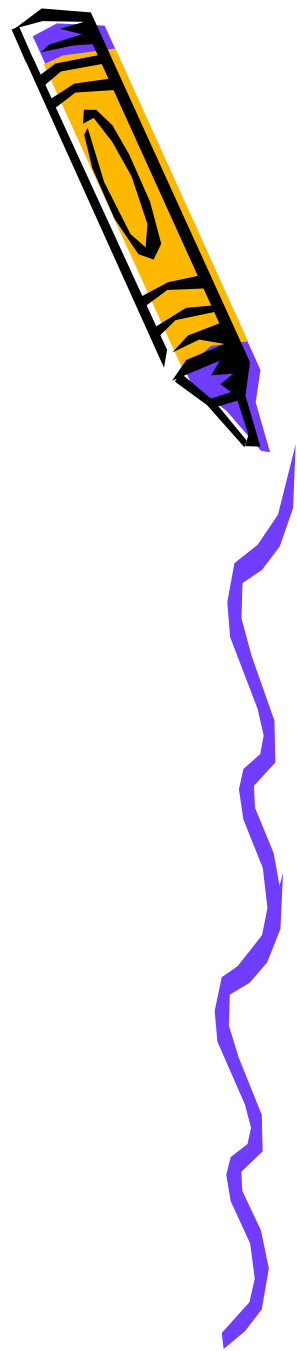


- Father of son with Down's Syndrome helps him figure out a tip at a local restaurant
- Mother helps a child sort the silverware when unloading the dishwasher
- Grandfather frequently talks about union concerns and why grandchildren need to be involved with social justice



Child Development Theories

- Family Ecological Systems Theory
- Attachment Theories
- Brain Development



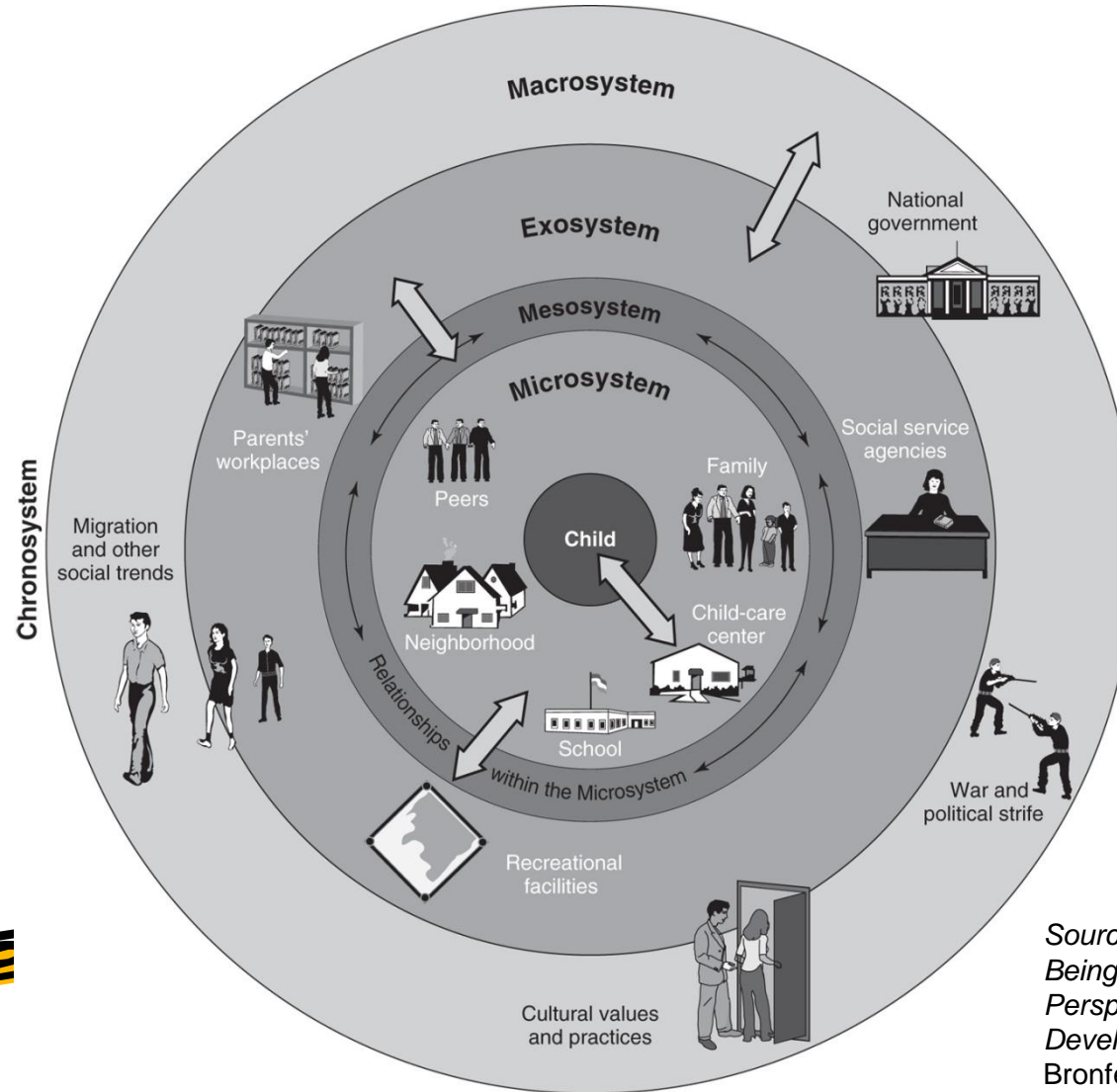
Ecological Systems Theory



- Developed by Bronfenbrenner, 1979 and 1986.
- Family systems guided by cultural and historical backgrounds
 - Systems adjust based on life events
 - Child's development related to experiences in entire environment



Ecological Systems Theory



Source: Based on *Making Human Beings Human: Bioecological Perspectives on Human Development* by U. Bronfenbrenner, 2005, Thousand Oaks, CA: Sage.

Attachment



- Attachment behavior - the behavior that a person exhibits to obtain and maintain proximity to the attachment figure
- Nurturing environment allows children to form bonds and attachments
- Positive parent-child relationships based on establishing quality attachments



Attachment Theories



- Skeels - 1966
 - Experimental Group: Placed in institution and received lots of attention, later adopted and raised "normally"
 - Control Group: stayed in traditional orphanage
 - Retest between 6-52 months; Experimental group had significant increase in IQ; Control group had significant decrease in IQ
- Research suggests:
 - importance of nurturing early environment
 - poor initial environment can be reversed by enriched personal interaction
 - importance of funds of knowledge gained through nurturing interactions



Attachment Theories

- Spitz - *The First Year of Life*, 1965
 - Nursery Group: toy(s), nurtured, saw other being nurtured
 - Foundling Group: no toys, no nurturing, isolated to crib, fed, bathed etc.
 - Foundling Group Findings
 - 0-3months - babies appeared normal
 - By end of 2years of age, 34 of 91 children had died
 - 4yr - "20 could not dress themselves, six were not toilet trained, six could not talk, five had a vocabulary of two words, eight had vocabularies of three to five words, and only one was able to speak in sentences.:
- "Absence of mothering equals emotional starvation"



Attachment Theories



- Bowlby - 1951

- World Health Organization research on effects of deprivation on personality development

"It is submitted that the evidence is now such that it leaves no room for doubt regarding the general proposition that the prolonged deprivation of the young child of maternal care may have grave and far-reaching effects on his character and so the whole of his future life" Bowlby, 1966



Development of Attachment

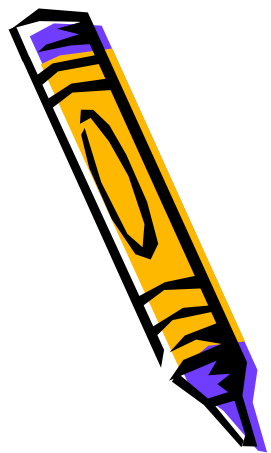


- Bowlby - 1982
 - 3mo - more attention and more responsive to primary caregiver
 - 6 - 8mo - stranger anxiety
 - Attachment to primary caregiver intensified
 - Attachment to other caregivers
 - 9mo - 2/3yrs - try to follow primary caregiver
 - 2yr9mo - 3yr - better able to accept parents temporary absence



Development of Attachment

- Maternal or Human Attachment?
 - Rutter, 1981 and Bower, 1982
 - Maternal deprivation: too restrictive of a definition
 - "Human Attachment" more appropriate term that covers all possible attachments
- Tizard and Hodges - 1978
 - Early deprivation reversible?
 - Observed children raised in institution but later adopted
 - Children did form bonds as late as 4-6 years old
 - But "exhibited same attention and social problems in school as those who remained in the institution"



Development of Attachment



- Ainsworth - 1973
 - Attachment possible after early "sensitive period"
 - Three classifications of attachment: avoidant/ insecure, ambivalent/insecurely, and securely attached

		MODEL OF SELF (Dependence)	
		Positive (Low)	Negative (High)
MODEL OF OTHER (Avoidance)	Positive (Low)	Secure	Preoccupied
	Negative (High)	Dismissing	Fearful



Development of Attachment

- Brazelton and Yogman - 1986
 - Four stages to attachment (0 - 4/5 months)
 - achieve homeostatic control
 - use and attend to social cues
 - ability to take in and respond to the information as well as to withdraw
 - develops a sense of autonomy and initiates and responds to cues



Attachment Concerns



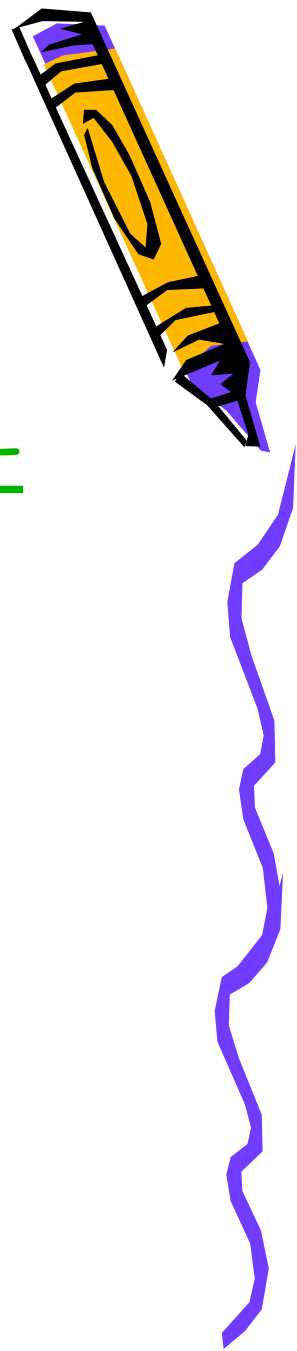
- Three parental groups of concern
 - Parents that didn't have strong parental role model
 - Isolated and insecure parents with no support system
 - Busy parents or those away from home for extended periods of time



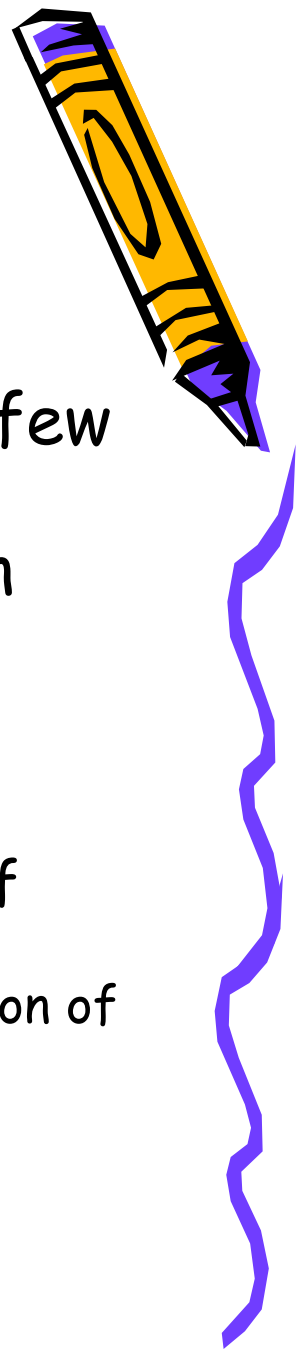


Brain Development

- <http://www.zerotothree.org/child-development/brain-development/brain-quiz.html>



Brain Development

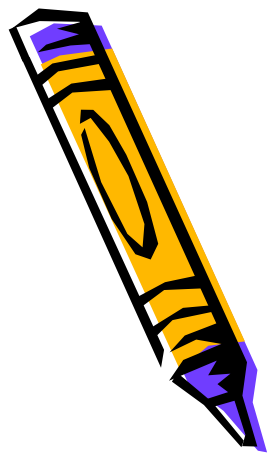


- Brain and spinal cord begin development a few days after conception
- Develops in integrated, overlapping fashion
- Number of neurons peak before birth
- Genes and the Environment
 - Genes responsible for basic wiring plan
 - Experience is responsible for the fine-tuning of these connections
 - "the environment participates in sculpting expression of the genome"

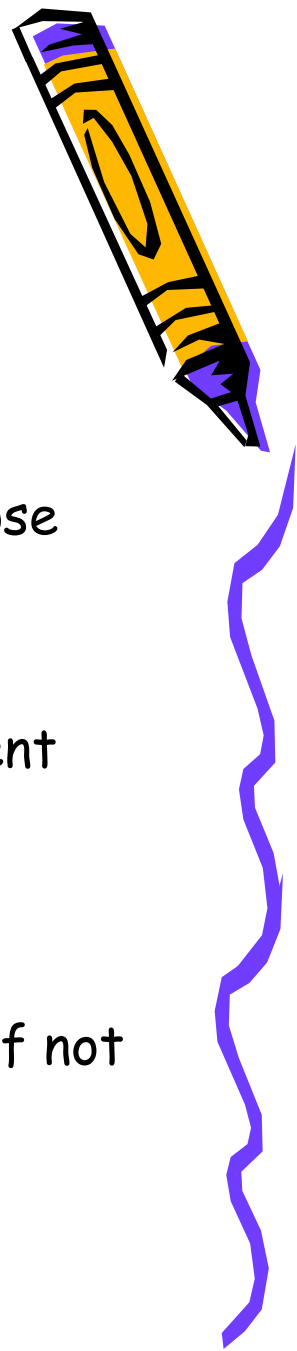


Brain Development

- Early Interactions and Brain Development
 - Age 2: equal number of synapses as adults (est.)
 - Age 3: 2.5x more active brain than adults
 - Age 3: quadrillion synapses
 - Age 19: decrease to adult levels ~500 trillion



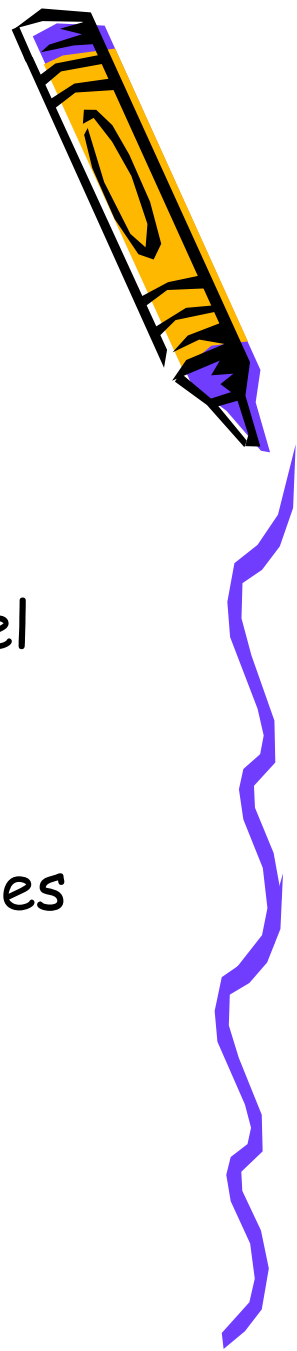
Brain Development



- Huttenlocker
 - areas of the brain have different patterns of synapse development and pruning
- Sosca, Adolph, and Johnson - 2010
 - The more opportunities for exploration and movement the infant is given, the greater the chances for acquisition of new skills.
- Shore, 1997
 - used synapses, strengthen and become permanent; if not used repeatedly, they are pruned.



How Can We Grow a Healthy Brain?

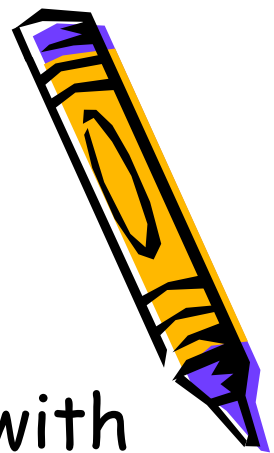


- Language Interactions with Parents or Caregivers
 - Safe, secure environment to make child feel valued and respected
 - Gentle, loving touches and eye contact
 - Hear language and songs during daily routines
 - Nursery rhymes, fingerplays, movement games
 - Responding to baby's gurgles and coos
 - Reading simple, colorful picture books

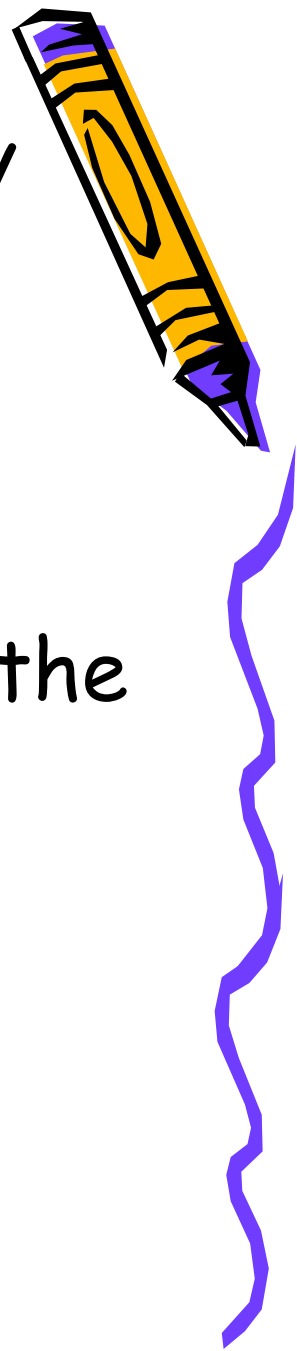


How Can We Grow a Healthy Brain?

- Emotional and Cognitive Interactions with Parents and Caregivers
 - Greenspan, 2002 - Six levels of developing emotional and intellectual health
 1. child responds with interest and pleasure to touch and talk from familiar caregiver
 2. infants begin to respond to parent's smile (~4mo)
 3. greater ability to problem-solve (12-18mo)
 4. affect cueing (toddlers)
 5. symbols that have purpose and meaning (pre-teen)
 6. ability to use cause-and effect thinking



Positive Environment, Healthy Families, and Children



- Brain development based on both genes and experiences
- Early interactions directly affect the way the brain is wired
- Brain development is non-linear
- Early stimulation is essential to normal development



Insights for Teachers & Administrators



1. Knowing different perspectives or theories regarding child development can help us understand parents' childrearing practices.
2. Strong attachments make strong children—give parents an opportunity to get used to leaving their children in the care of others.
3. Know the needs of the families, as this will enable you to assist families with their needs as well as their children's needs.
4. Find resources around the community that will help the center or school support children's development.

